

TEAMWORK AND PEER ASSESSMENT

BY

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PREAMBLE – GUESS! (RECRUITERS’ SURVEY)

- Which is the top in the list of 10 skills that employers most want in 2015 graduates?
 1. Ability to communicate
 2. Ability to work in a team
 3. Ability to solve problems
 4. Ability to self-manage
 5. Proficiency in using computer software

(Forbes, 2014)

PREAMBLE – GUESS! (STUDENT SURVEY)

- How much of **STUDENTS'** success depend on soft skills vs domain knowledge?
 1. 50% soft and 50% Subject knowledge
 2. 60% soft and 40% Subject knowledge
 3. 75% soft and 25% Subject knowledge
 4. 85% soft and 15% Subject knowledge
 5. 90% soft and 10% Subject knowledge(Stanford Study)

PREAMBLE – GUESS! (EMPLOYERS FACT SURVEY)

- What % of **employees'** who got fired due to - lack of people skills Vs. lack of domain knowledge?
 1. 50% people and 50% Subject knowledge
 2. 60% people and 40% Subject knowledge
 3. 70% people and 30% Subject knowledge
 4. 80% people and 20% Subject knowledge
 5. 90% people and 10% Subject knowledge

(Harvard Study)

PREAMBLE – GUESS! (INSTRUCTOR SURVEY(?))

- What % of our assessments tasks and teaching and learning activities centred around building soft skills?
 1. 5%
 2. 10%
 3. 20%
 4. 30%
 5. 50%

WHY TEAMWORK?

- **Student:** “no more group assignments PLEASE! —at least not until you figure out how to fairly grade each student’s individual contributions!”
- **Employers: Melange of hard and soft skills** - ‘Choice of candidates for a job – primary consideration is soft skills - as hard skills are assumed/basic requirement.’
- **Quality Assurance Agencies:** Evidence for each soft skill assessment (not just at group level but also at individual level.)

(Glenn, 2009); (Deepa, 2013)

WHAT IS THE DIFFERENCE BETWEEN TEAMWORK AND GROUP WORK?

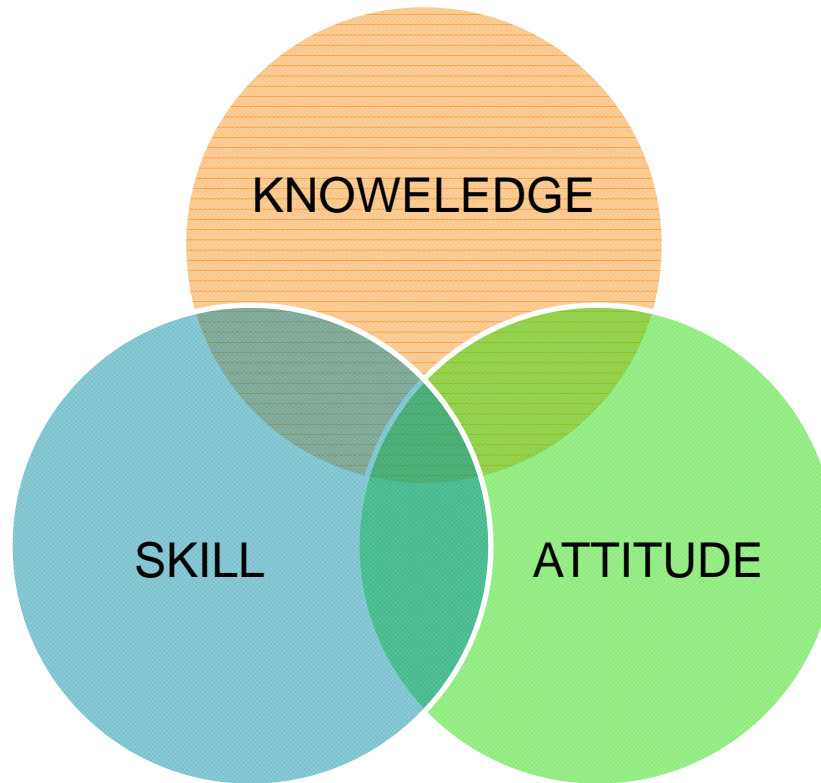
- **Teamwork:** Cooperate and communicate effectively with members to achieve a common goal
- **Group work:** Group of people work towards achieving a common goal - **"Teaching students to communicate with, listen to, and work well with one another isn't simply a matter of putting them in groups..."**
- **Difference:**
 - **Group work** – “The whole is often less than the sum of its parts.”
 - **Teamwork** – “The whole is always greater than the sum of its parts.”

(Oakley, 2004; Fontane,####)

BASICS OF TEAMWORK SKILLS

- **Communication**
 - Sending, receiving, message, language, medium, context, etc.
- **Collaboration**
 - Trust, openness, respectfulness, humility, decision-making, conflict resolution, etc.
- **Self management**
 - Self-control, excellence, leadership, retrospective thinking, etc.
- **Project management**
 - Goal setting, planning, co-ordination, outcome, etc.

BASICS OF BUILDING TEAMWORK COMPETENCY



STAGES OF TEAMWORK

Forming: Develop team contract

- Ground rules for acceptable behaviour
- Communication protocol
- Nominate project leaders
- Set time lines
- Roles of individual members

Storming: Develop strategies

- Brainstorm ideas
- Refocus on the objective
- Review the contract
- Review the timeline
- Approach Lecturer

Teamwork Stages

Norming: Reconcile and accept the team

- Listening skills
- Intra and interpersonal skills
- Time management skills
- Practicing, clarifying skills

Performing: Matured Stage

- Identify what worked and what didn't work
- Group reflection
- Individual reflection

COMMON PROBLEMS

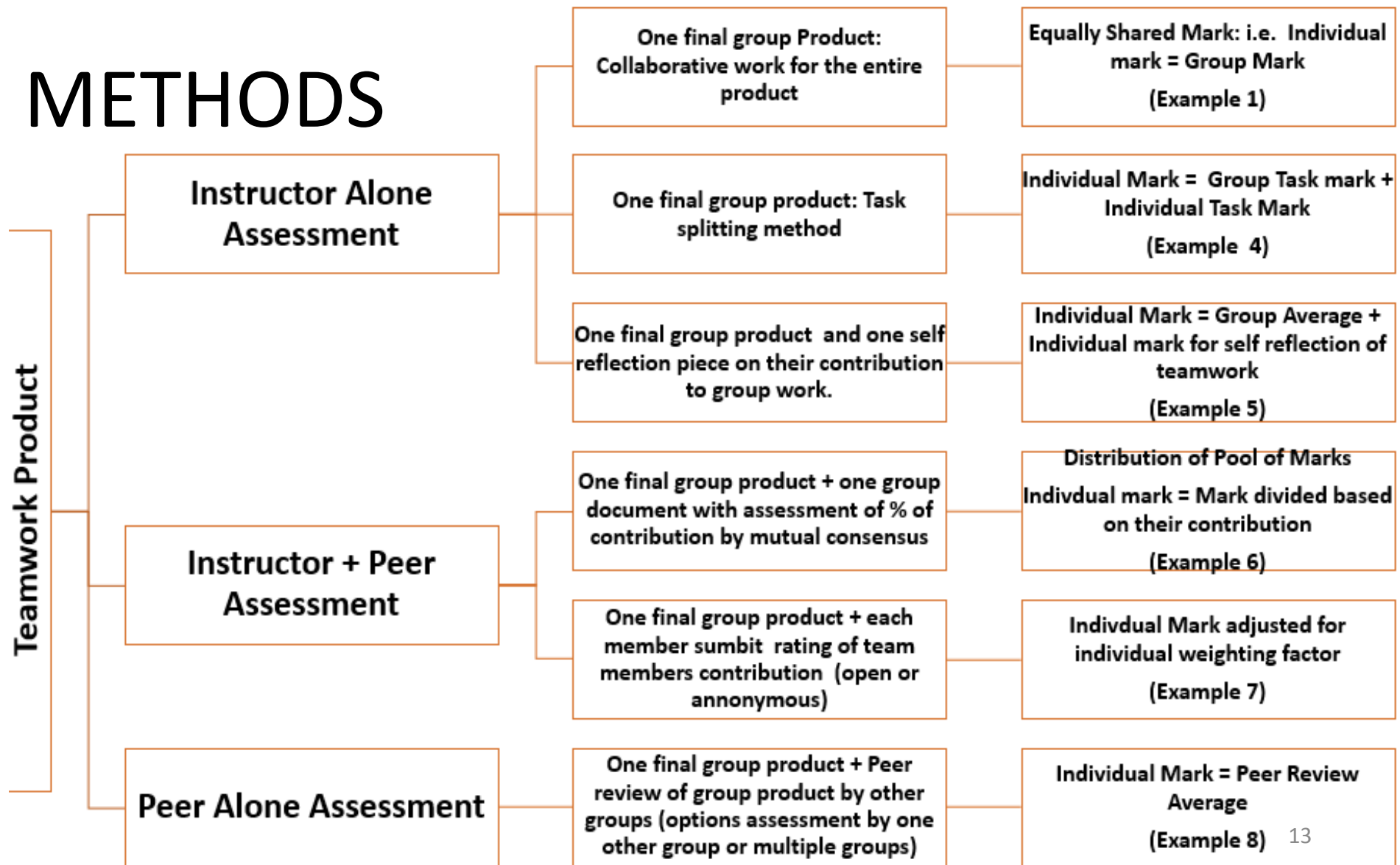


(Reference: Breslow, 2005, MIT)

ASSESSMENT TYPES

- **Product (e.g. criteria below)**
 - Literature review
 - Clear Statement of Topic
 - Relevance
 - Evidence of research
 - Findings
- **Process (e.g. criteria below)**
 - Placed the success of the team above self interest
 - Not undermined the team
 - Helped and supported other team members
 - Showed respect for all team members
 - Remained flexible and open to change
 - Communicating with others to resolve problems.
- **Product + Process**

METHODS



EXAMPLE CALCULATION (7)

Example 7: Individual Mark adjusted by individual weighting factor

- All students work collaboratively contributing to all aspects of the assessment task and submit one final product
- In addition each member submit rating of each members' contribution for each section of the work
- e.g. 4 tasks to complete; 3 members in a team; Group mark = 60%
- Rating for each tasks: (5- outstanding; 4- good; 3-average; 2- tried but not enough; 1- not contributed)
- Individual mark = Group mark * (Individual total rating/Group Average of total rating)



Task	Student A rating	Student B rating	Student C rating
Task 1 (e.g. literature review)	5	1	4
Task 2 (e.g. methodology)	4	2	3
Task 3 (e.g. analysis)	3	3	4
Task 4 (e.g. recommendations)	2	4	1
Individual total	14	10	12
Group Average	12		
Student Mark	60% * (14/12)	60% * (10/12);	60% * (12/12)

Student A mark = 60% * (14/12); Student B mark = 60% * (10/12); Student C mark = 60% * (12/12)

EXAMPLE CALCULATION (8)

▲ Example 8: Individual mark = Average (Peer review mark)

- All students work collaboratively contributing to all aspects of the assessment task
- In addition each member submit rating of each members' contribution for each section of the work
- e.g. 4 tasks to complete; 3 members in a team; Group mark = 60%
- Rating for each tasks: (5- outstanding; 4- good; 3-average; 2- tried but not enough; 1- not contributed)
- Individual mark = Group mark * (Individual total rating/Group Average of total rating)

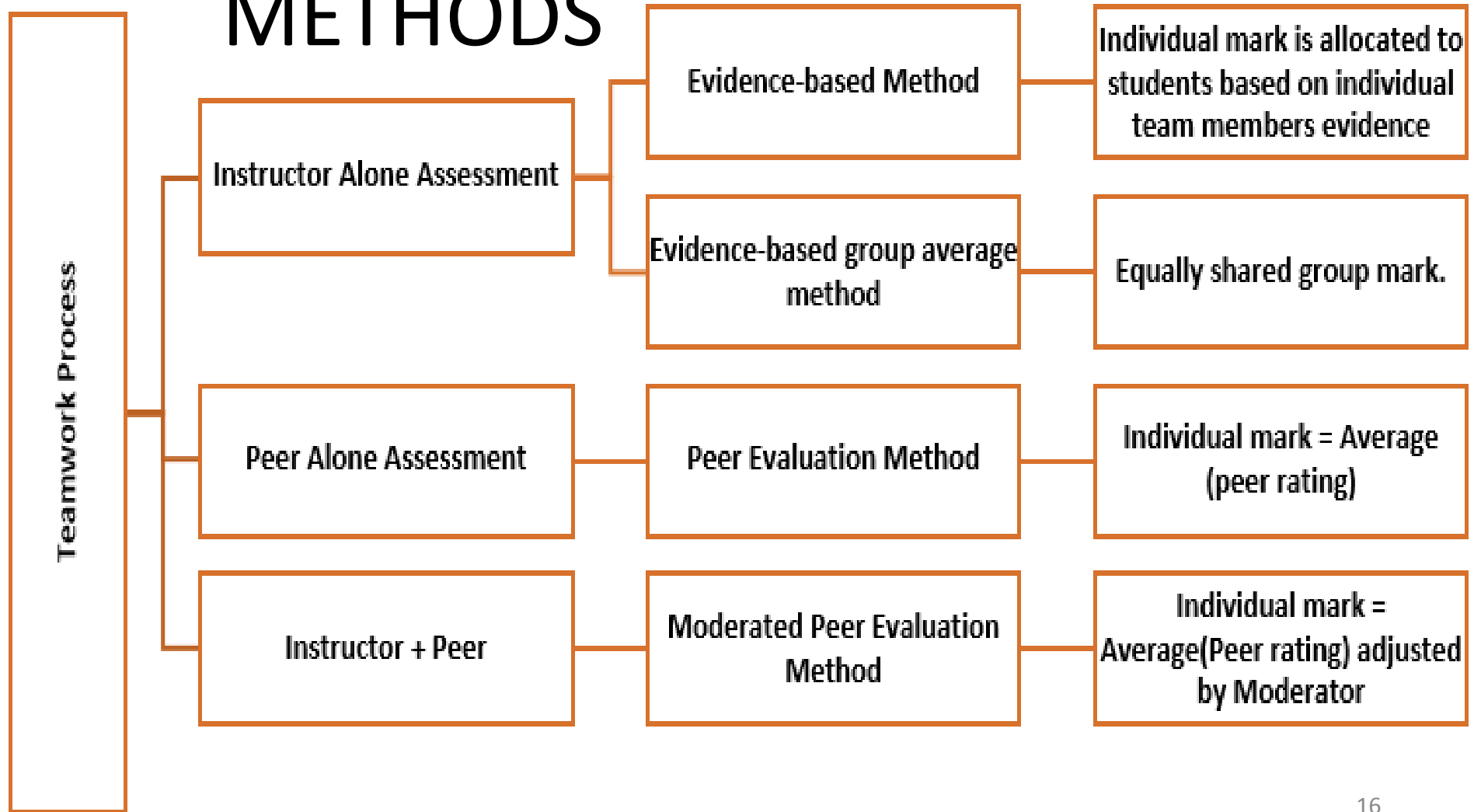
E.g. Group(s) assessing peer groups

- Group 1 assessed by group 1, 2 and 3.
- Individual mark = Group Mark

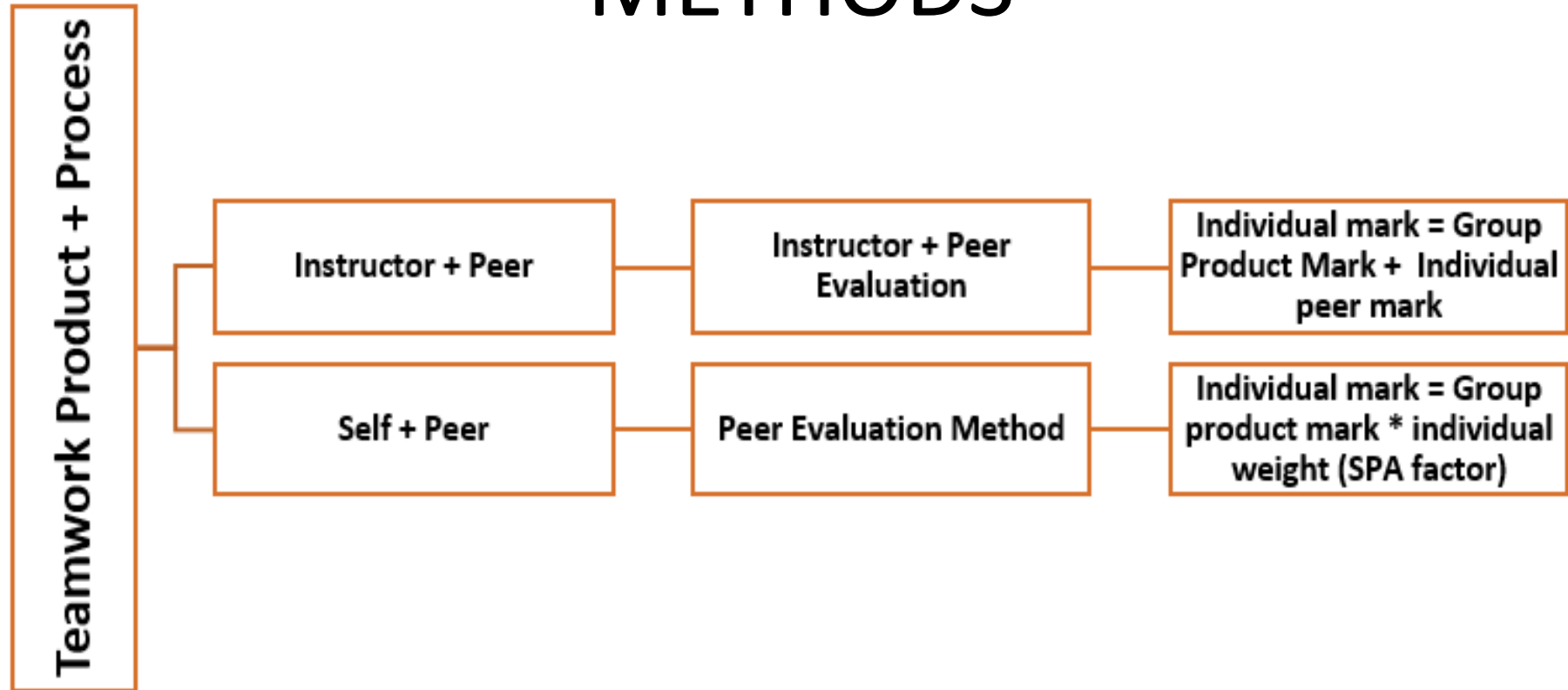
Assessing Group	Average mark
Group 2	60%
Group 3	50%
Group 4	70%
Average	60%

Group mark = individual mark = 60%

METHODS



METHODS



WHICH METHOD TO USE?

- “Begin with the end in mind.” (Stephen Covey)



- “If you don’t know where you are going, any road will take you there.” (Alice in Wonderland)



LESSONS LEARNT

- **Communication to students**
 - “Had the process been explained in more detail and confidentiality of question responses been assured, I would have reduced my upward bias in marking; I definitely would have dropped team members marks by 30% or more.” (Student comment)
 - “No summary of the feedback provided, so no idea about areas...” (Student comment)
- **Training students**
 - “Need to do teamwork training **BEFORE** the assignment to train peers in the techniques and standards, acceptable behaviours...” (Student comment)
- **Unit chair moderation if required**

TIPS

- Group allocation methods
 - Trial-based selection; Self-selection; Random allocation; Formal; Informal; Selective allocation (homogenous); Specific criteria (heterogeneous)
- Ideal group size is 3 to 5
- Facilitate students go through each and every stage of team working
- Intervene only if absolutely required
- Training/resources on team working skills essential
- More formative before summative (for skill building)
- Provide opportunities for peer students to give feedback for improvement

CONCLUSION

- Coming together is beginning
- Keeping together is progress
- Working together is success

-- Henry Ford



"Could you hire some other employees? The ones you have just can't get along with me."

ACKNOWLEDGEMENT AND CONTACT

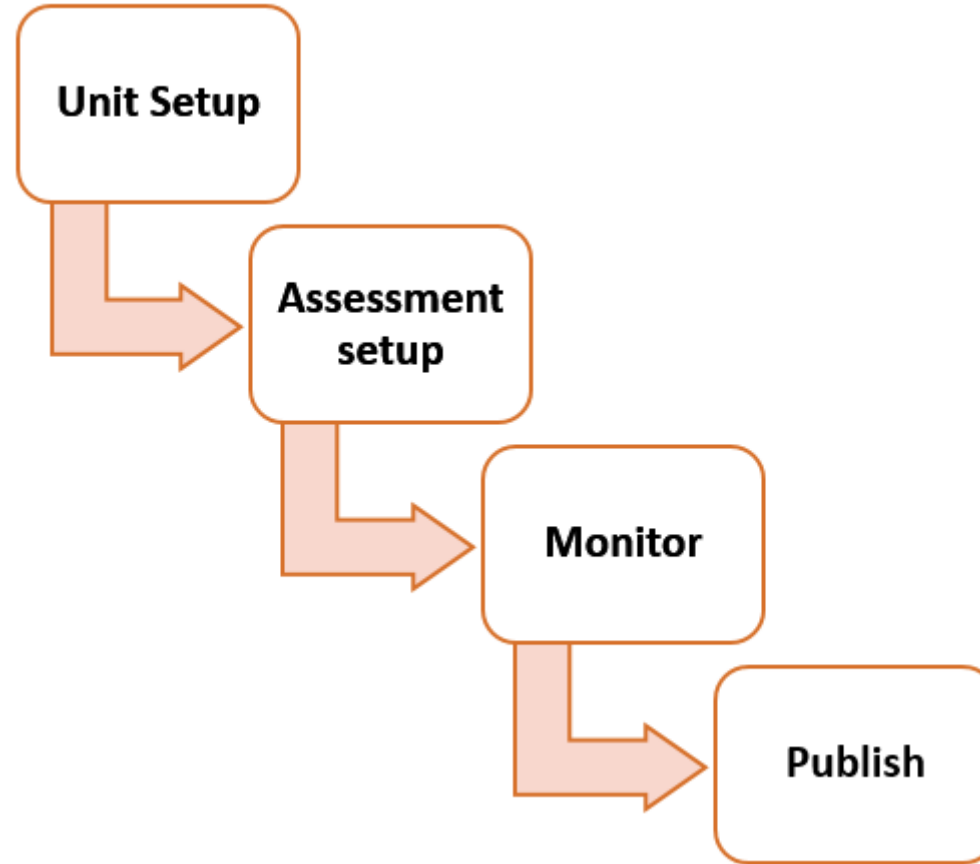
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- Please contact Bhavani@Deakin.edu.au if you have any queries or feedback regarding these slides.

REFERENCES

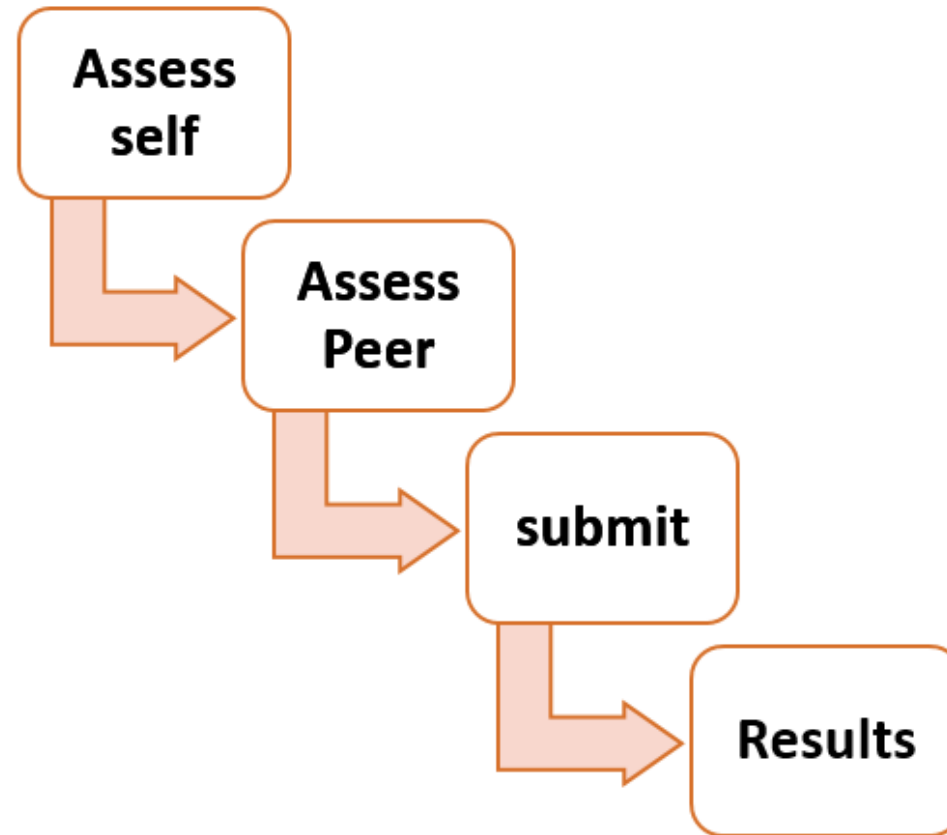


Coming soon....

SPARKPLUS DEMO – STAFF STEPS



SPARKPLUS DEMO – STUDENTS STEPS



SparkPLUS Factors

- SparkPLUS allows – self-rating and peer-rating
- Two factors produced by sparkPLUS
 1. SPA Factor – How well a student performed?

$$\text{SPA Factor} \approx \frac{\text{Total ratings for individual team member}}{\text{Average of total ratings for all team members}}$$

2. SAPA Factor – Group mates perception of how well each team member performed in comparison to self-perception?

$$\text{SAPA Factor} = \sqrt{\frac{\text{Self ratings for individual team member}}{\text{Average of ratings for individual by peer team members}}}$$